

# Willawarrin Public School Annual Report



2016



3445

## Introduction

The Annual Report for 2016 is provided to the community of Willawarrin Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Murray Dickinson

Principal

### School contact details

Willawarrin Public School

85-91 Main Street Willawarrin NSW 2440

NULL, 2440

[www.willawarri-p.schools.nsw.edu.au](http://www.willawarri-p.schools.nsw.edu.au)

[willawarri-p.school@det.nsw.edu.au](mailto:willawarri-p.school@det.nsw.edu.au)

02 6567 1231

## School background

### School vision statement

Willawarrin Public School is committed to nurturing, guiding, inspiring and challenging all students to find the joy in learning, to build their skills and understanding, and to make sense of their world. The school values and celebrates community involvement and is committed to developing individual strengths, a love of learning and the capacity to achieve for all students.

### School context

Willawarrin Public School is a small primary school approximately 31 kilometres west of Kempsey. The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and engaging environment. Willawarrin has a current enrolment of 45 students (32 families), divided into 3 multi-grade classes. Boys make up 34% of the student population and girls 66%. 41% of the students identify as an Aboriginal.

The majority of our students usually graduate to Kempsey High School. The school endeavours to create a safe, caring and engaging school environment in which students are nurtured as they develop lifelong learning skills and values that reflect the school motto Pride and Friendship. This is engendered by a culture of continuous improvement where students, staff and parents endeavour to improve educational outcomes through implementing a variety of effective educational programs. Willawarrin Public School has a Family Occupation and Education Index (FOEI) of 156 which falls below the state FOEI mean of 100. The school's total Resource Allocation Model (RAM) funding covers the areas of Socio-Economic Background, Aboriginal Background, Low Adjustment for Disabilities and Isolation. Willawarrin Public School has been classified as an outer regional school.

'Willawarrin Public School is a proud and active member of the Macleay Public Schools'.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Willawarrin Public School discussed and analysed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was allocated to all staff in afternoon sessions in term 2 to thoroughly examine the school plan and programs to determine which elements of the School Excellence Framework the school most strongly addressed.

Staff were encouraged to reflect on particular progress and achievements being made across the school based on the expectations identified in the School Excellence Framework. This process allowed for a collaboratively diagnosed positioning of our school in relation to the framework and school excellence which provided a picture of the journey ahead to meet the frameworks high level expectations.

In the domain of Learning, our emphasis has been on Learning Culture and Wellbeing. A continued emphasis on positive/respectful relationships and a productive learning culture amongst staff and students has been a priority and will continue to be. The underlining factor of wellbeing is establishing a culture of trust, positivity, respect and to value each other. The wellbeing of students is a priority for all members of the Willawarrin Public School community. This year, the school revised the school discipline practices with the update and reviewing of the school's 'Behaviour and Wellbeing Policy'. This was carried out in line with school expectations and DoE guidelines and policy. The revised practices have had a demonstrated positive influence on students regarding behaviour. This new process has also provided a stronger emphasis to be placed on positivity and students positive behaviour choices being rewarded..

Our emphasis as we move forward to 2017 will be building schoolwide collective responsibility of student learning and success. This will be achieved through the use of PLAN data to inform teaching and learning, a stronger focus on significance of learning with learning intentions and success criteria for all students. We have also provided for stronger collaboration with our Aboriginal community through the planned community meeting sessions regarding Aboriginal Education.

In the domain of Teaching, our emphasis has been on effective classroom practice and the continuing focus on data skills to develop culture of collaborative practice. Our emphasis as we move through 2017 will be formalised professional learning processes where teachers collaborate with other teachers (from other schools) on professional learning areas in line with school plan and Performance and Development Plans (PDP's). This process will aim to strengthen pedagogy across the school and allow teachers to engage in reflective practices on personal professional development. Developing data skills of teachers to effectively use data to inform teaching and learning will be enhanced. A stronger focus will be placed on enhancing collaborative practice amongst staff.

In the domain of Leading, our emphasis has been on resources and management practices and processes. Our emphasis has continued with aligning school resources to where student need is, as well as enhancing the technological and educational resources of the school. We have also focused on some refinement of management practices at the school, particularly to do with aspects of administrative and financial practices in preparation for the 2017 deployment of the Learning Management and Business Reform (LMBR). As we move forward we will continue focusing on the areas of whole school management processes and practices together with school planning, implementation and reporting.

This new approach to school planning and evaluation, supported by the new funding model is making a major difference to planning for future growth of the school. This process allows school staff, leaders and community to see the areas the school is doing well and particular areas the school could improve on. This provides a clear picture for all stakeholders in the education of our students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

A learning culture that promotes excellence

### Purpose

Willawarrin Public School is committed to creating a meaningful, inclusive and engaging whole school learning environment for all. This will encompass differentiation, challenging/relevant curriculum that focuses on developing individual strengths, inside and outside of the classroom. It will strive to create a teaching and learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

### Overall summary of progress

Our focus on Performance and Development to Drive Quality Teaching has enabled us to achieve progress in this strategic direction. Staff have undertaken training in L3 which has significantly enhanced students ability to be self-directed, independent learners as well as allowing teachers to cater for individualised learning needs. Through the implementation of 'Daily 5' in the K-1-2 classroom for Literacy and Numeracy and (Daily 5 in stage 2 and 3 for Numeracy) has enabled students to become self directed learners, develop deeper ICT skills, be creative and critical thinkers as well as gain confidence to be risk takers and problem solvers. Visual learning has assisted with students having a deeper understanding of significance of learning and importance of goal setting. This has been reinforced by PLP's being streamlined across the school (with similar format) allowing for recognition and familiarity of process.

The implementation and continuation of our school 'speech program' has enabled identified students to be assessed and provided with a personalised program providing high level speech support. This program has been highly valuable and has resulted in great speech enhancements for all students in the program.

Teachers, through the process of Performance and Development, have engaged in structured professional learning (PL) opportunities/activities that align to personal goals, PDP's and school plan. Engaging in PL opportunities has greatly enhanced the learning culture of Willawarrin Public School.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engage in performance and development processes to improve their teaching practice including modelling, evaluation and providing feedback, and evaluate impact through peer observation and student surveys.  All classrooms show evidence of visible learning, including learning intentions, explicit teaching, and quality feedback to guide student excellence in learning.	Stronger Smarter Leadership, connecting to country, 8 ways Professional Development opportunities  Learning Intentions – WALT and WILF being used by teachers in Numeracy lessons in all classrooms.  All teachers participated in lesson observations and giving and receiving feedback.	\$6000 (TPL – Equity Funds)

### Next Steps

– A continued focus on Visible learning and Performance and Development to Drive Quality Teaching and learning with a stronger focus on explicitly highlighting success criteria.

– Continue to further implement and embed EAFS strategies to further develop self-directed learning in students. To continue to build on learning and support processes to strengthen interventions for high need students.

– The continuation of the school speech program and provide PL opportunities to all staff around Literacy and Numeracy programs to enhance student learning and focus on individual learning needs.

## Strategic Direction 2

Inspired / Proficient Teaching

### Purpose

At Willawarrin Public School we believe that teachers and school leaders hold a personal and collective responsibility for improving students learning and wellbeing. By working together teachers can learn from each other's practice. The sharing and showcasing of best practice allows teachers to collaboratively plan, deliver and review the teaching of the new curriculum.

**Aim:** To support all students to become competent readers, writers and speakers. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

### Overall summary of progress

All staff participated in professional reflection around their PDP's which enabled a deeper understanding of them as educators and ways to improve their teaching and learning. 100% of staff performance and development plans were aligned to the Australian Professional Standards for teachers. Teachers in 2016 were using and reviewing Plan data to drive teaching and learning and plotting students on Literacy and Numeracy continuums. This process assisted greatly to determine the 'where to next' for individual children and develop strategies and teaching processes to get them there. L3 Kindergarten to year 3 was in full flight with the school in it's second year of the EAFS strategy. We will move into phase 2 for Early Action for Success in 2017 which will run for 3 years. This strategy and L3 has greatly enhanced teacher delivery and individual learning outcomes, particularly for students in their early years of schooling.. Focus on Reading in stage 2 and 3 classrooms has continued to greatly assist students in gaining a deeper understanding in reading comprehension incorporating the 'Super 6 strategies'. This has enabled students to improve their reading and gain a deeper understanding of reading comprehension.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs and practices demonstrate quality teaching and curriculum implementation.	Teaching programs show evidence of curriculum content being effectively addressed with elements of QT framework.  Speech program developed to address student learning needs regarding speech and language acquisition.	(EAFs) \$29,800
Teachers strive to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities that meet student learning needs and ability levels.	All students are plotted on Literacy and Numeracy continuums and this data is utilised to monitor and adjust teaching and learning programs.  Daily 5 implementation across the whole school to further enhance independent learning, ICT, self-directed learning opportunities.  Instructional leader monitored K-2 teacher's progress in professional learning, collegial classroom observations and feedback on teaching practices.	\$27240 Equity funds (Aboriginal/Low SES)  \$13035 (integration funding)  \$2843.53 (EAFS – resources)

### Next Steps

– A continued focus on Visible learning and Performance and Development to Drive Quality Teaching and learning. Further refine the Performance and development Framework schedule to enable all staff to have a clear and concise understanding of their commitments each term in 2017. Introduce to non-teaching staff procedures and expectations of the Performance and Development Framework as well as review and adjust teacher-supervisor conferencing processes

and procedures to strengthen purpose and accountability.

– Allowance for teachers to observe targeted teaching practice of other teachers at neighbouring schools. This process to widen professional collegiality and allow for enriched PL experiences to strengthen PDP goals and personal teaching aspirations.

– transition into phase 2 of the EAFS initiative for the next 3 years

– Further engage whole school staff in professional development /practices around data collection and tracing systems to enhance our focus on informed teaching and learning. Building of staff capacity for leadership opportunities will be encouraged also.

### Strategic Direction 3

Inclusive, informed and engaged community partnerships

#### Purpose

To establish a culture of engagement, fostering collaborative learning processes and facilitating meaningful partnerships and connections with the wider community.

Striving for excellence through valuing family and community, to enhance and develop the skills, talents and interest of individual students.

#### Overall summary of progress

In 2016, school beautification was again at the forefront as a focus for enhancement. 2016 saw the inclusion of extra play equipment to enhance not only the aesthetics of our school grounds but also to allow students to engage in dramatic/creative play to strengthen social skills and peer interactions. This has had a positive effect on students play and social engagement and will remain a focus for 2017. Opportunities in training for parent tutors in Multi-Lit was successful and saw the literacy program carried out effectively. However, towards the end of 2016 the number of parent volunteers decreased.

Efforts towards improving school community links were effective with more opportunities for community to engage with the school. An active P & C establishing great ideas for events assisted in enhancing connection/links with parents and community. The Up-river Indigenous community meetings once a term has assisted in strengthening links to our local Aboriginal community. This process has assisted in forming ties with local resources in our community that will assist with prospering Aboriginal education in our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in the level of <b>active</b> participation of parents and community members' evidenced by involvement at P & C, school programs and other school activities.	Increase in parental involvement at school has been evident at school functions, fetes, open classrooms, Personalised Learning Plan sessions, P & C attendance improvement, canteen volunteers, Multi-Lit helpers and cultural garden set-up.  Aboriginal community up-river yarning circle – linking with community to improve aboriginal education.	Community Consultation \$1680  \$1500 (Equity Funds)

#### Next Steps

– Further engage parents and community members in being part of P and C and creating stronger collaborative and inclusive partnerships to allow for heightened participation in classrooms, P & C initiatives and extra-curricular activities across the school.

– A continuation of planning, in consultation with community via P & C meetings for the expenditure of community engagement funds (\$1254).

– Continuation of training offered to parent/community helpers for Multi-Lit implementation for 2017

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a Personalised Learning Pathway (PLP) and are reflecting upon their learning and making progress across the Literacy and Numeracy continuums.</p> <p>Based on student needs in Literacy and Numeracy – Aboriginal SLSO employed (part-time – 3 days per week) to provide Individualised student support and assistance to Aboriginal students.</p> <p>Aboriginal funds were used for leadership training in Stronger Smarter indigenous/cultural program, staff training in 8 Ways Pedagogy and local indigenous cultural tour (Connecting to Country).</p>	<p>\$25,849 (Aboriginal Background Loading)</p> <p>\$2,390 (Norta Norta – NAPLAN)</p>
<b>Low level adjustment for disability</b>	<p>Increased SLSO time for implementation and facilitation of the speech program offered at school.</p> <p>Extra SLSO employed to support learning needs of students</p>	<p>\$28621 (Low Level Adjustment for Disability)</p>
<b>Socio-economic background</b>	<p>Additional teacher employed on a part-time basis – enhanced instructional practice in teaching and learning – heightened student support across learning.</p> <p>Resources purchased to facilitate school operation and management.</p> <p>Equity funds was used to assist the strategy 'Early Action for Success' and the implementation of L3 in the early stage/stage 1 classroom.</p> <p>Provided for extra SLSO time in class as well as SLSO training and facilitating of the speech program offered at school.</p> <p>Students/families received additional financial support to ensure equity in educational opportunities i.e. excursion, school programs and annual events i.e. – swim school. This resulted in higher levels of engagement and attendance in school activities.</p>	<p>\$57,514 (Socio-Economic Background)</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	28	25	29	25
Girls	16	21	28	22

In early 2016, Willawarrin Public School had a total students enrolment of 47 students and by mid-year rose to 54 students after census date. This rise in enrolments allowed for the operation of a third classroom and extra SASS staffing for the year. Enrolments for Willawarrin Public School increase and decrease from year to year which can have a considerable effect on a small school regarding staffing resources, funding and classroom structuring.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	74.9	92.3	93.4	91
1	80.8	83.3	93.7	90.6
2	88.3	93.7	86	83.6
3	84.5	92.4	91.6	86.4
4	83.3	92.5	86.2	86.9
5	92.9	86.6	93.7	94.8
6	81.5	94.4	88.5	94.3
All Years	83.1	90.4	90.6	89.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The school attendance table displays attendance for each year groups and whole school percentages for Willawarrin Public School as well as the equivalent for the overall state percentages for comparison. As the

tables identify Willawarrin Public School's attendance percentage is lower than the state average. Student attendance is monitored and any outstanding absences are provided with reminder notes. Further attendance intervention / change will occur to assist in managing attendance concerns.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.12

\*Full Time Equivalent

Enrolment numbers in 2016 supported the continuation of our third class with the inclusion of an extra teacher. 4 teachers worked at Willawarrin Public School for 2016, along with 6 non-teaching staff. There were 2 Indigenous members of staff employed at Willawarrin Public School. The dedication and professionalism of the staff is integral to making Willawarrin Public School such a great small school.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

In 2016, all staff Performance and Development Plans aligned to the Performance Development Framework. Observation of teaching practice, provision of professional learning associated with Literacy and Numeracy, completion of mandatory training modules, leadership programs, Aboriginal cultural professional learning and ongoing teacher-supervisor conferencing supported the process to ensure 100% of staff successfully completed the annual review.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This financial summary information covers funds for operating costs to 30th November and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>160 498.72</b>
Global funds	92 600.45
Tied funds	146 123.73
School & community sources	7 462.09
Interest	3 419.90
Trust receipts	3 273.20
Canteen	0.00
<b>Total income</b>	<b>413 378.09</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3 874.07
Excursions	1 707.04
Extracurricular dissections	7 680.78
Library	505.80
Training & development	4 332.72
Tied funds	163 355.14
Short term relief	14 671.91
Administration & office	24 513.28
School-operated canteen	0.00
Utilities	9 554.64
Maintenance	5 098.97
Trust accounts	4 505.02
Capital programs	0.00
<b>Total expenditure</b>	<b>239 799.37</b>
<b>Balance carried forward</b>	<b>173 578.72</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, Willawarrin Public School had 9 students in year 3 and 5 students in year 5 sit the NAPLAN tests. The actual results from these tests cannot be reported on due to the small nature of student numbers for these year groups. Reporting must be consistent with privacy and personal information policies that state schools are unable to reproduce NAPLAN results if the cohort numbers are small. The parents concerned have received a copy of their child's results and discussed them with teaching staff. Comments will be made on NAPLAN achievement for Willawarrin Public School in a general sense below.

From year 3 to year 5 (2014 – 2016) there has been a positive improvements in the areas of spelling, reading and writing, punctuation and numeracy.

Student individual growth has been achieved in writing from year 3 to year 5. In year 3, 80% students were in band 3 and 20% in band 5 for writing. This progressed to 40% of students in band 5 and 20% in band 6 which is positive growth on a whole.

In year 3, students were in the top 3 bands for spelling, numeracy, grammar/punctuation and reading. In year 5, students were in the top three bands for reading with placement in bands 4,5 and 6 for all other areas.

#### Aboriginal students in year 3

– Majority in band 4 for reading and numeracy and bands 3 for spelling and writing.

#### Aboriginal students in year 5

– All aboriginal students placed in band 5 and 6 for numeracy, which is above state and NSW DoE percentages. 50% of aboriginal students in year 5 were in band 5 for writing and 50% in band 6 for spelling. Reading was identified as an area for further growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. To gather these opinions in regards to teaching, parents and students were asked to complete a teaching satisfaction survey and the result were collated and analysed. Below is a summary of the results.

From all the surveys given to parents only approximately 50% of the surveys returned to school for collation which has ultimately affected the results. The survey presented 10 questions to parents and students. 8 of the 10 questions focused on different aspects of teaching and learning occurring at Willawarrin Public School. The final 2 questions were general (overview) satisfaction questions.

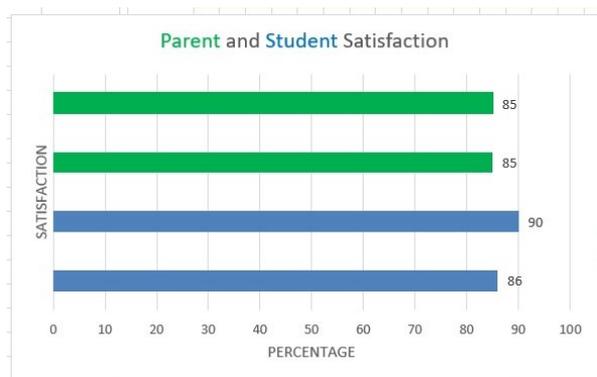
### Future Directions

Parent surveys indicated that most parents are supportive of the teaching practices in the school – however there is still room for improvement. From these results it was made evident that focus areas for 2017 consist of 1. children talking to their teachers about what they are learning and why and 2. extra curricular activities offered by the school.

Therefore future directions include:

– Strengthening learning intentions in classrooms (making them more vivid for parents and children). Enhancing child talk around learning intentions and success criteria – speaking the language at school and home and with parents. This could be achieved through stronger focus on explicit questioning and effective feedback to children regarding learning intentions.

– Discussing extra curricular area for improvement with P & C with possibilities to strengthen this area.



## Policy requirements

### Aboriginal education

Willawarrin Public School received Aboriginal background funding in 2016. Our plan included:

- Engaging new staff members in 8 ways pedagogy (2 x day Professional learning) to strengthen cultural understanding of how to engage Aboriginal students more deeply in

their learning. 8 ways pedagogy is a scaffold for learning which provides for local/cultural significance for learning which deepens significance of understanding.

- Staff member participating in 'Connecting to Country' (3 x day) cultural tour. This professional learning opportunity allowed for a deeper understanding of the local Aboriginal history and culture as well as local areas and significant sites/customs/traditions and beliefs.
- Willawarrin Public School is developing stronger ties with Aboriginal community members through the organisation and participation of our combined schools "Up River Yarning Circle" This has provided a platform where school and Aboriginal community can come together and discuss ways to improve Aboriginal education in our school. It has also provided a great avenue to tap into the community resources that can come into our school to support and enhance cultural programs and projects. The yarning circles will continue in 2017.
- Aboriginal funds were used to employ an Aboriginal teacher and student learning support officer (SLSO) to teach and support student learning. This has assisted in strengthening cultural appreciation and celebration of cultural identity for individual students.
- A deeper understanding of acknowledging country was achieved by allowing all students the opportunity to engage in presenting acknowledgements of country. Also morning check-ins and participation in cultural NAIDOC days and other cultural events has helped enhance student knowledge and understanding and respect for Aboriginal Australia and it's people.

### Multicultural and anti-racism education

Willawarrin Public School continues to promote multi-cultural education through a range of initiatives:

- Senior students attended and participated in 'Living in Harmony Day' at Millbank Public School. This day had children engaged in cultural sessions heightening respect and appreciation of cultural differences and a deeper understanding of celebrating diversity.
- Cultural connection/integration emphasised in classrooms: Units of work on different cultures and aboriginal culture allowed for the study. celebration, appreciation, understanding and respect of different cultures.
- Appreciation and emphasis of cultural differences through anti-bullying programs aligned to anti-bullying policy.
- Classroom teachers and executive staff work effectively and cooperatively to develop strategies that best cater for students individualised needs.
- Anti-Racism Contact Officer (ARCO) nominated and trained with effective anti-racism resolution strategies.

## Other school programs

### Student Leadership

The School captains, Reece Storm and Nadia McGlynn attended the School Leadership Day held at Melville High School in 2016. The day incorporated many leadership based activities with other school leaders from other local schools. The activities students participate in emphasised the qualities and attitude required to be an effective leader. The aim of the day was to enthuse and encourage our young school leaders to have the confidence to become an aspiring leader in high school.

### Bro Speak

Bro Speak was offered in 2016 to our senior boys, Bro speak is an aboriginal cultural program designed to strengthen traditions and cultural understanding of senior aboriginal boys. The program took the selected boys on country where they participated in cultural activities, listened to histories and appreciated learning from their elders. Congratulations to Noah Kyle for Graduating the Bro Speak program – It was a very proud moment.

### Sport

In 2016, there were many sporting achievements. In athletics and swimming Willawarrin had many successes regarding students progressing on to represent the school at further carnivals. In term 3 students were outstanding in their Jump Rope for Heart efforts. All students participated in the eight week skipping program with full enthusiasm – learning and building upon individual skipping abilities and skills.

John O'Neill sports was again a success on the sporting calendar. Willawarrin students were joined by Greenhill, Millbank, Medlow and Bellbrook Public School students who assisted in keeping the tradition of the games alive. There were many athletic successes and fun had at the John O'Neill for 2016. Another enjoyable sporting fundraiser was our school 'Fun Run' in term 1. Every year students enjoy pushing themselves and enjoy training and getting fit. The event involves students running around a circuit with obstacles. All money raised will assist in gaining new sporting equipment for the school.

### Arts

The whole school participated in creating an art display for the 'Kempsey River Festival'. The creative workshops were carried out with community artist Simone Atkins who worked with all students in year groups to create a whole school, river inspired art

display. The final result was outstanding with all the creative flare being that of student creative drive and river festival – Willawarrin Came equal first for the students river inspired art display.

### Tennis

Tennis for Friday sport in term 1 and term 4 continued for 2016 and was again a success. We have been fortunate to have a qualified tennis coach come to Willawarrin and offer tennis tuition. Geoff has been coming to Willawarrin Public School for approximately 7 years. Tennis skills, sportsmanship and sporting enthusiasm have certainly heightened from the our tennis program each year.

### Rotary Citizenship Award

Dylan Harris was deservedly awarded the Rotary Citizenship Award for 2016. Dylan has displayed exemplary citizenship to his peers, teachers and community members. Dylan held an outstanding attitude to his education and did a great job at always representing Willawarrin Public School whenever the opportunity arose. Well done Dylan!

### Intensive Swimming Scheme

All students participated in the Intensive Swimming Program for 2016. This fantastic swimming program runs for 2 weeks focusing on assessing each student's current swimming strengths and weaknesses and individualising swimming instruction to build swimming confidence and capabilities. This program also assists greatly to reinforce the importance of water safety in all contexts regarding water e.g. pools, rivers, creeks and the beach.

### Science and Engineering Challenge

In 2016, our senior students once again teamed with Millbank and Bellbrook Public Schools to participate in the Science and Engineering Challenge. This science challenge is always a great experience for students as well as being highly educational. Students were engaged in fun science activities that encouraged them to collaborate with peers, work productively in a team, predict and test particular designs and products at a variety of work stations. Our combined school team always does very well at this event.